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Our Students. Their Moment.

Promoting Diversity: Integration in New York State

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Segregation in New York State

- New York State is one of the most socioeconomically and racially diverse states in the country:

Demographics of NYS Public Schools						
White	Latino	Black	Asian Pacific Islander	Multiracial	Native American	FPRL
45%	26%	18%	9%	2%	1%	52%

- More than 60 years after *Brown v. Board* New York State is the most segregated school system in the country. According to 2010 data:

The average White student attended a school where 80% of their peers were White and only 30% of their peers were low-income

Over half of Black and Latino students attended schools where less than 10% of their peers were White, and the average Black and Latino students attended a school where 70% of their peers were low-income

Sources: New York State Department of Education, Student Information Repository System (SIRS) 2015-2016 Demographic Data. Kucsera, J., & Orfield, G. (2014). New York State's Extreme School Segregation: Inequality, Inaction and a Damaged Future. p 35, 48, UCLA Civil Rights Project, available at:

<https://www.civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/ny-norflet-report-placeholder/Kucsera-New-York-Extreme-Segregation-2014.pdf>.

Benefits of Integration

- Segregated schools produce lower educational achievement and attainment for students of color and low-income students
- Racial and socioeconomic integration:
 - leads to higher academic outcomes for students of color and low-income students,
 - closes the achievement gap between students of different racial and ethnic backgrounds,
 - fosters critical thinking skills and the ability to communicate and work with people of all backgrounds,
 - reduces racial and ethnic prejudice while increasing cross-cultural trust and relationships,
 - decreases the likelihood of teenage pregnancy,
 - decreases interaction with the juvenile justice system, and
 - increases the likelihood of college going and success.

Sources: Wells, A.S., Fox, L., & Cordova-Cobo, D. (2016). How Racially Diverse Schools and Classrooms Can Benefit All Students, The Century Foundation, available at: <https://tcf.org/content/report/how-racially-diverse-schools-and-classrooms-can-benefit-all-students/>. See also Mickelson, R.A. (2016). School Integration and K-12 Outcomes: An Updated Quick Synthesis of the Social Science Evidence, The National Coalition on School Diversity, available at <http://www.school-diversity.org/pdf/DiversityResearchBriefNo5.pdf>.

Promoting Integration is Aligned to Board of Regents Goals

- Board of Regents mission is to raise the knowledge, skill, and opportunity of all the children and adults in New York State.
- Goals recently articulated by the Board of Regents as part of the My Brother's Keeper Initiative include ensuring that all students:
 1. Enter school ready to learn;
 2. Read at grade level by third grade;
 3. Graduate from high school ready for college and careers;
 4. Complete postsecondary education or training;
 5. Successfully enter the workforce; and
 6. Grow up in safe communities and get a second chance if a mistake is made.

Promoting socioeconomic and racial integration is a powerful mechanism to achieve these goals.

Proposed Policy Statement

- Goal is to:
 - Express the State’s commitment to promote diversity and integration throughout the State
 - Define diversity and integration and provide a vision for districts and schools
 - Provide guidance on strategies districts can use to develop and innovate integration plans
 - Encourage educators to think holistically about integration as part of their district and school culture and policies;
 - Highlight a few examples of districts in the state that are doing this well; and
 - Outline initial steps the State will take to promote integration

State Policy to Promote Integration: ESSA

- NYSED has developed two High Concept Ideas as part of the ESSA work to consider ways to address segregation and promote integration
 - High Concept Idea: NYSED should measure integration in schools and consider ways to incorporate this measure into the accountability system
 - High Concept Idea: Integration is an evidence based intervention